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THE UNIVERSITY OF ALBERTA

SELF-CONCEPT AND READING ACHIEVEMENT IN GRADE ONE

by

MARIE ELIZABETH OSWALD (C)

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE

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THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled SELF-CONCEPT AND READING ACHIEVEMENT IN GRADE ONE submitted by MARIE ELIZABETH OSWALD in partial fulfilment of the requirements for the degree of Master of Education.

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Date November 23, 1973

ABSTRACT

This investigation was designed to examine the relationship between self-concept scores and reading achievement for grade one children. Relationships between self-concept and reading scores were examined for boys and girls separately and for groups of children of high and low ability, both actual and perceived.

The sample consisted of 42 boys and 33 girls selected from eight grade one classes in two elementary schools at the end of the school term.

Test instruments used were the Lorge-Thorndike Canadian Cognitive Abilities Test, the Gates-MacGinitie Reading Test and the Thomas Self-Concept Values Test.

Two null hypotheses were stated to test correlations between a) self-concept and reading scores and b) between perceived ability and reading scores. Three null hypotheses were used to test differences between the means of self-concept scores for a) boys and girls and b) high and low ability groups, and differences between means of reading scores for groups of children with a) high and low levels of self-concept, b) high and low perceived ability and c) high and low actual ability.

Findings indicated that self-concept scores were significantly related to reading achievement for girls only. Results showed no significant differences between the means of self-concept scores for girls and boys when the items on the test were controlled for sex-bias, or for groups of high and low ability. There was no significant correlation between perceived ability scores and reading scores for

the total sample. There appeared to be a significant difference between the means of reading scores for groups with high and low levels of intellectual ability, but not for groups with high and low levels of self-concept or high and low levels of perceived ability.

Results of the study indicated a need to investigate further the factors that affect the child's self-concept at different ages and motivation for reading in young children.

Educational implications of the findings and suggestions for further research were presented.

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Chapter I

INTRODUCTION AND PROBLEM

In view of the increasing interest that today's educators and parents are showing in early childhood, and especially in the development of a healthy concept of self, a great need exists for more informative research literature in this area that is both instructive and practical. Terms such as self-concept, self-image, self-esteem have been used frequently in recent research writings, but few of these writers have presented a clear definition of them as they relate to young children. There is at present a need for researchers to deal with the nature of self and the fostering of self-concept specifically in early education contexts and to present this in ways useful for teachers and others in child-service roles.

At the turn of this century, psychologists were attempting to define the self in their writings. In 1904, William James saw the self as a composite of thoughts and feelings which constitute a person's awareness of his individual existence, that is, his conception of who and what he is. More recently, writers have broadened their concept of the self. In 1952 Jersild felt that a person's definition of self also included a system of ideas, attitudes and values.

The self-concept of an individual is developed through accumulated social contacts and experiences with other people (Combs and Snygg, 1959; Purkey, 1970; Yamamoto, 1972). Feelings about the self are established early in life and are modified by subsequent

experiences. Coopersmith (1967) believes that the bases for self-esteem are determined from adult-child relations in the pre-school years. Among the significant people who affect the child's feelings about himself are first, his parents, and later his teacher and his peers.

Rogers (1951) and Combs and Snygg (1959) place high emphasis on self-concept in their personality theories and suggest that the individual's self-concept is a major factor influencing his behavior. Rogers believed that the individual does not respond to the objective environment but to his perception of the environment no matter how personalized or distorted his perception may be. He organizes his behavior to preserve and enhance this self-concept.

There is strong support for the idea that self-perceptions are predictive of academic success or failure. A child's perception of his ability as a school learner is acquired during interactions with significant persons who hold certain expectations of him as a learner. Brookover, et al. (1964), and Palardy (1969) investigated this theory in their work with upper elementary children. They found that a student's self-concept of his ability as a school learner is a factor that may limit the learning of many students and thereby prevent them from working to their maximum level. They maintain that a child learns what he perceives he is able to learn.

Further evidence that others can influence self-concept is provided by Perkins (1958) who demonstrated that teachers, through their roles as significant others, can alter the self-concept of their students by making positive comments to them as well as creating

an atmosphere of greater psychological security. Davidson and Lang (1960) found that children's perceptions of teachers' feelings toward them correlated positively and significantly with their own self-image. They also found that the more favorable the children's perceptions of their teacher's feelings, the higher their achievement.

Studies by Wattenberg and Clifford (1964) and Brookover (1964) show strong support for the assumption that a student's self-perceptions of his abilities are predictive of his reading success and failure. Gillam (1967) describes the vicious cycle with reading disability and poor self-concept continually reinforcing each other. She suggests that a negative self-concept is highly resistant to change, which in turn, makes the teacher's job more difficult.

I. PURPOSE OF THE STUDY

The purpose of this study is to investigate the relationships that might exist between the child's self-concept and his achievement in reading. Both teachers and parents need to become more aware and accepting of children as they are and of the importance of developing a positive self-concept in the learner. It is hoped that this study will generate further information to meet this need.

II. THE EXPERIMENTAL DESIGN

The following is an overview of the experimental design. A more detailed account is reported in Chapter III.

The population from which the sample was drawn consisted of the Grade I pupils in two middle socio-economic elementary schools of the Edmonton Public School Board. The sample was made up of 75

children selected from this population on a random basis, with 42 boys and 33 girls included.

Instruments used in the investigation were the Gates-MacGinitie Reading Test, Primary A, Form 1 and the Thomas Self-Concept Values Test. The Lorge-Thorndike Canadian Cognitive Abilities Test, Primary Form 1 was used to assess the children's intellectual levels.

A pilot study was conducted in order to practice the administration of the Self-Concept Values Test and to determine the amount of time involved for each child.

III. HYPOTHESES

The following null hypotheses will be tested:

Hypothesis 1

There is no significant correlation between self-concept scores and reading scores for:

a. boys

b. girls

c. total sample.

Hypothesis 2

There is no significant difference between the means of self-concept scores for:

a. boys and girls

b. groups with high and low ability.

Hypothesis 3

There is no significant difference between the means of reading scores for groups of children with high and low levels of self-concept.

Hypothesis 4

There is no significant correlation between perceived ability scores and reading scores for the total sample.

Hypothesis 5

There are no significant differences between the means of scores in reading for groups with:

a. high and low perceived ability

b. high and low actual ability.

IV. DEFINITION OF TERMS

For the purpose of this study the following definitions were used:

Self-concept: Those perceptions, beliefs, feelings, attitudes and values which the individual views as describing himself, all defined in reference to how he believes others perceive and define him, as well as his own perception of his characteristics and abilities. LaBenne and Green (1969) define self concept as ". . . the person's total appraisal of his appearance, background and origins, abilities and resources, attitudes and feelings which culminate as a directing force in behavior (p. 10)."

Personal value: A social or cultural norm or expectation, a conceptual standard of the desirable, which influences an individual in his choices among alternatives of behavior.

V. DELIMITATIONS

The generalizability of the findings of this study are limited

in accordance with the following considerations:

1. The sample was restricted to seventy-five children from two schools in middle socio-economic class areas of Edmonton.

2. The Self-Concept Values Test is a self-responding instrument. Self evaluations dependent on the subject's self-report are conditioned by the clarity of the individual's awareness of self and his willingness to cooperate.

VI. SIGNIFICANCE OF THE STUDY

The majority of work in self-concept study has been conducted in the past two decades; for the most part, this has involved the development of measurement instruments and analysis of self-concept change after specific treatments, such as psychotherapy and group counselling. There is a need for research dealing with self-concept of young children, for the development of measurement instruments suitable for use with young children and for studies relating self-concept to achievement.

Through the use of the Thomas Self-Concept Values Test and a reading test, this study will attempt to explore the relationship between self-concept and reading achievement at the Grade I level. It is hoped that the study will lead to suggestions which may help in the future development of a self-concept test instrument suitable for use at the early childhood level.

VII. OVERVIEW OF THE STUDY

In Chapter I the problem is introduced. A detailed review

of the related literature is given in Chapter II. The design of the investigation is described in Chapter III together with the methods and materials used in the study and the methods of analysis used to answer the questions proposed. In Chapter IV the data are analysed. Chapter V includes a summary of the study, with reports on conclusions and implications, and suggestions for further research.

Chapter II

REVIEW OF RELATED LITERATURE

I. INTRODUCTION

This chapter will include a historical review of the development of theories of self-concept from the late 1800s to the present time. These theories will be reviewed in order to show the changes in emphasis and definition from that of the social psychologists to the more recent position of the phenomenologists. The review of writings of social psychologists James, Mead and Sullivan will show that they believed an awareness of self to be developed primarily through social interaction. The review of theories of phenomenologists Rogers and Coombs and Snygg will add their emphasis on personal awareness as an active agent in determining behavior and self-concept.

The examination of these theories will also assist in deriving a definition of the self-concept.

A brief review of the literature will describe the development of the concept of self and will present evidence of the increasing importance that is attached to significant others in a young child's life.

The final section of this chapter will present a review of literature dealing with the present-day emphasis on the development of a positive self-concept, especially as it is related to academic achievement and achievement in reading.

II. THE BACKGROUND OF THE STUDY

Man's search for an understanding of the causes of his behavior has been a long process. Before the establishment of psychology as a science, most of the answers were derived from folklore and tradition, and later were formulated in the context of philosophical or religious thought.

Psychologists have looked at human behavior from two broad frames of reference. The most common method uses the objective frame of reference which makes its observations of people from the point of view of an outsider, someone looking on at the process. More recently a subjective approach has been increasingly used by psychologists. This approach attempts to examine behavior from the point of view of the behaver himself. It is concerned with the person's own unique experience of himself and the world around him. This is often called the phenomenological frame of reference.

The development of psychology as a science of human behavior brought about the establishment of hypothetical constructs as mechanisms to help the psychologist to explain the phenomena he is studying. One such construct, the self-concept, has been the subject of study by psychologists since that time. Perceptual psychology now accepts the idea that the feelings and beliefs one holds about oneself motivates one's behavior: the antecedent for individual responses is the self-concept

III. HISTORICAL PERSPECTIVES

Theories of the Self

During the late 1800s, when psychology became accepted as a science of human behavior, more and more time was being devoted to the study of the self.

James. Theories of self-concept had their beginnings in the writings of James (1890). He considered the ego to be the means through which the individual gains a sense of identity. In addition, he felt that this sense of self included spiritual, material and social aspects. He defined man's self as "the sum total of all he can call his (p. 291)." James' self incorporated feelings and attitudes as well as a dynamic quality of self-preservation and seeking for self-identity.

Mead. Mead (1934) described the self as an object of awareness. He felt that the self is reflexive, that it is both a knower and a thing that is known, a perceiver and a thing perceived.

In emphasizing that the self is developed through social interaction, Mead stated that "The self, as that which can be an object to itself, is essentially a social structure, and it arises in social experience (p. 140)." He believed this social experience included interaction due to the society in which a person lives as well as the interaction between individuals within that society.

Mead claimed that an individual responds to himself with feelings and attitudes similar to those he believes others hold of him. He becomes self-conscious and aware of his self through the way

people respond to him as an object.

Sullivan. The concept of interpersonal relationships is the central theme of Sullivan's theory of personality. He (1954) believed that self-concept is built or achieved through accumulated social contacts and experiences with other people. People learn their identity, who and what they are, from the kinds of experiences the growing-up process provides. What a person believes about himself is partly a function of his interpretation of how others see him. Since he really has no way of knowing precisely how other persons see him, he infers this from their behavior toward him. Sullivan called this development learning about self from the mirror of other people. Thus an individual's reflected appraisals are mirrored in terms of what others think and feel about him.

Sullivan described personality development in terms of the individual's interpersonal relationships with his significant others during the growing-up process. Among the "others" with whom the individual interacts, some are likely to be more influential; these are parents, peers and later, teachers and other adults.

The "self-as-subject" and "self-as-object" components of self-concept discussed by both Mead and Sullivan are easily distinguishable. On the one hand the "self-as-subject" component consists of those feelings of intrinsic worth held by an individual about himself. On the other hand, the "self-as-object" component consists of the perceptions which one has of the ways in which he is seen by others. These others, then, serve as referents from whom he continually seeks and receives information about how he appears to them.

Rogers. Rogers (1951) developed his theory of personality after many years of observing behavior in counselling situations. He believed that people behave in terms of the ways in which they see themselves, that behavior is the conscious activity. Thoughts of self in the unconscious will not influence behavior until they are admissible to the conscious level. Rogers sees the self-concept as being the total organization of a person's conscious thoughts and perceptions about himself. This organization then determines and controls that person's behavior patterns. Thus behavior is consistent with the organized hypothesis and concepts of the self-structure. Rogers (1951) wrote:

> As experiences occur in the life of the individual, they are either (a) symbolized, perceived and organized in some relationship to the self, (b) ignored because there is no perceived relationship to the self-structure, (c) denied symbolization or given a distorted symbolization because the experience is inconsistent with the structure of the self (p. 503).

It is the individual's self-concept which determines the kind and quality of experience perceived. Perception is selective according to whether or not the experience is consistent with the concept of the self.

Combs and Snygg. Combs and Snygg (1959), who are commonly referred to as phenomenologists because of the central role they ascribe to conscious feelings, cognitions and perceptions, present the view that ". . . all behavior, without exception, is completely determined by and pertinent to the phenomenological field of the behaving organism (p. 20)." Thus, a person's behavior is the result of how he perceives the situation and himself at the moment of his

action. In fact, awareness is the cause of behavior; how a person feels and thinks determines his course of action. It is not the event itself which elicits the specific response but rather the individual's subjective experience of the event.

Summary of Theories

This section has dealt with a brief review of theories of the self-concept and has considered some of its characteristics as put forth by James, Mead, Sullivan, Rogers and Combs and Snygg.

It points out the changes in emphasis in the theories of the social psychologists to the more recent position of the phenomenologists who emphasize personal awareness (perception) as an active agent in determining behavior.

IV. THE SELF-CONCEPT

Definition of Self-Concept

The term "self-concept" is widely used in education today, and psychologists have defined it in various ways. Jersild (1952) defined self-concept as a ". . . composite of thoughts and feelings which constitute a person's awareness of his individual existence, his conceptions of who and what he is (p. 9)." Perkins (1958) felt that at the base of self-concept are ". . . those perceptions, beliefs, attitudes and values which the individual views as part or characteristic of himself (p. 204)."

Since self-concept is a psychological construct, it is a concept which must be inferred from behavior. Recent literature generally describes the term as a group of feelings and cognitive

processes which are inferred from observed behavior. LaBenne and Green (1969), in summarizing the work of several theorists, defined self-concept as

> . . . the person's total appraisal of his appearance, background, and origins, abilities and resources, attitudes and feelings which culminate as a directing force in behavior . . . a person's conscious awareness, what he thinks and feels, is what primarily guides, controls and regulates his performance and action (p. 10).

These definitions suggest that what a person believes about himself is partly due to his interpretation of how others see him. They also suggest that this interpretation is not merely knowledge of the self, but includes as well evaluative information about oneself.

Development of the Self-Concept

Self-awareness is not a condition that is present at birth (Mead, 1934). It is through the use of his senses and experiences with his environment that the newborn infant begins to develop an awareness of self. Mead wrote:

> The self is not initially present at birth but arises in the process of social experience. It develops, in a given individual, as a result of his relations to the social system as a whole and to other individuals within that social system (p. 177).

This theory of the development of the self-concept is found in the writings of many psychologists (Mead, 1934; Sullivan, 1947; Combs and Snygg, 1959; Coopersmith, 1967).

Early in life, the infant begins to develop and practice patterns of action and perception. He is limited in his capacity to perceive and also in the environment that is available to him. At this time, the family, particularly the mother, has most effect on the child in molding and maintaining his self-image. The parents

determine the child's environment by giving or withholding love and affection, rewards and punishments, and by serving as models and examples. Purkey (1970) maintained that

> If the child's experiences with important people in his life are good, and if he is accepted unconditionally, then he can begin to expand as a person . . . His emerging self is enhanced by treatment which tells him that he is wanted, liked, valued, healthy . . . For good or ill, the child is molded by the repeated behavior of the significant people in his life (p. 31).

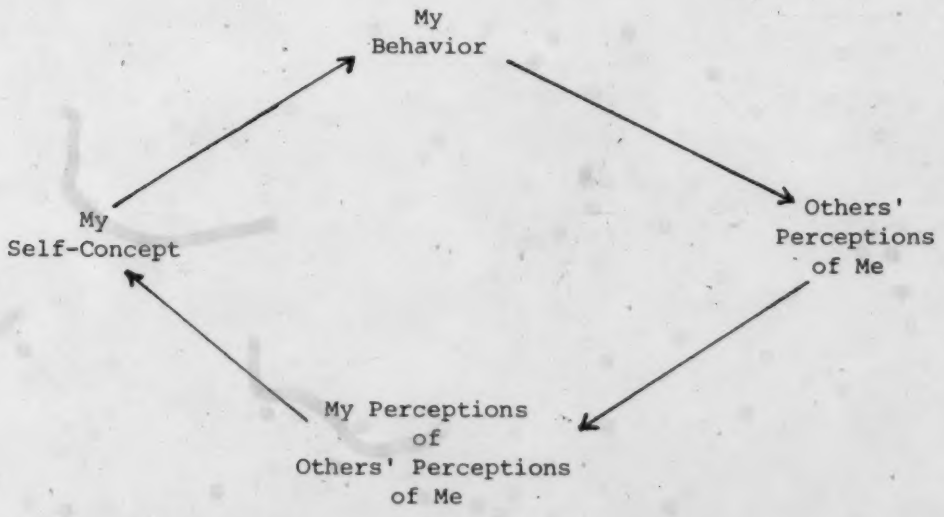
Coopersmith (1967) also emphasized the importance of adult-child relationships in the pre-school years, believing that these relationships form the bases for self-esteem.

There appear to be several basic needs which must be fulfilled if a child is to consider himself a worthy person. These needs are met in the reciprocal love relationships between the parents and child. Felsenthal (1972) points out that two of these needs are ". . . consistent acceptance with respect and concern, and freedom and independence within carefully defined limits (p. 188)."

The number of significant others begins to expand when the child enters school. Here he comes in contact with teachers and peers, who set certain models for behavior and often provide a contrast to the values and standards of the home.

The individual functions within a social setting and his perceptions of others' perceptions of him become the basic data from which concepts of self are formed. These perceptions may not correspond exactly to the ways in which the individual is actually regarded by others since there are likely to be varying degrees of distortion and selectivity in perceptions of the real world caused by the individual's needs, motivations and past experiences. Brookover (1964)

presented the following model to represent this theory:



This model is a cause-effect model moving clockwise, beginning logically with "others' perceptions of me." The self one knows is the self he sees in the "looking glass" of others' perceptions of him.

Once established in a given personality, the perceived self has a high degree of stability, whether it is perceived positively or negatively. Even an unsatisfactory self organization is likely to be highly stable and resistant to change. This stability has been shown in research and writings. Lecky (1951) believed that personality is an organization of values which are consistent with each other. Behavior, then, is an individual's attempt to maintain the consistency and unity of these values in a changing environment. Lecky (1951) wrote:

> According to the theory of self-consistency, we seek those experiences which support our values, and avoid, resist, or if necessary, forcibly reject those which are inconsistent with them (p. 169).

This theory is further developed by Rogers (1951), who maintained that "Most of the ways of behaving which are adopted by the organism are those which are consistent with the concept of self (p. 507)." He also pointed out that "The organism has one basic tendency and striving—to actualize, maintain, and enhance the experiencing organism (p. 487)." Combs and Snygg (1959) view this striving for adequacy as a basic need of human beings. They describe man as seeking

> not merely the maintenance of a self but the development of an adequate self—a self capable of dealing effectively and efficiently with the exigencies of life . . . Man seeks both to maintain and enhance his perceived self (p. 45).

Present-day Emphasis on the Importance of Positive Self-Concept

Every individual lives in and depends upon society. One who has developed an adequate self will be an individual who not only satisfies his own needs, but will contribute to the satisfaction of society's needs as well. Adequate personalities have generally positive perceptions of themselves and the world around them. They see themselves as people who are liked, wanted, acceptable and able to cope. Such concepts are the product of the experiences of the individual in his development. We can see that positive self-concepts develop only from positive self experience, in an environment free from threat. Teachers and other adults concerned with children in the early years of their development need to create warm, accepting atmospheres which make possible a greater degree of self-acceptance by the children.

Combs and Snygg (1959) described the results of negative

experience as follows:

> What is destructive to human dignity and integrity, what indoctrinates people with false perceptions of themselves as people of little worth, respectability, or capacity represents a tragic waste of human potential . . . Adequate personalities are not a luxury in our society, but a continuously increasing necessity. . . . The best guarantee we have that people will operate effectively to fulfill their own and other people's needs is that their own need for feelings of worth and value has been adequately filled in the past (p. 264).

This principle has important implications for every aspect of human relationships from those of a domestic nature such as child-rearing, educational, counselling, employer-employee, to the diplomatic relationships between peoples of different countries.

Self-Concept as Related to Academic Achievement

It is probable that no other institution of society other than the family has as much influence on the development of an individual's self-concept as the school. If the development of an adequate self is seen as a basic human need, then it should be seen as a goal of education. Since 1960 research has delved into the relationship between the self-concept and academic achievement, and has shown this relationship to be significant. Brookover, Thomas and Patterson (1964) concluded from their study that self-concept of academic ability is significantly and positively correlated with academic achievement. They suggest that a successful student has a relatively high opinion of himself and has confidence in his ability as a student. Other studies which point out this significant relationship have been conducted by Bledsoe (1967), and Caplin (1969) who found that children who reported more positive self-concepts tended to have higher academic achievement.

Academic success or failure appears to be as deeply rooted in concepts of the self as it is in one's mental ability. Studies dealing with the unsuccessful student who is an underachiever show that he tends to have negative self-concepts. Durr and Schmatz (1964) reported that underachievers were more withdrawing, and tended to lack self-reliance and a sense of personal worth, as well as evincing signs of behavioral immaturity and feelings of inadequacy. The child's perception of his ability as a learner is a reflection of the perceptions of others who hold certain expectations of him as a learner.

A number of studies have concluded that a definite relationship exists between teacher attitude toward a child, as perceived by the child, and the child's self-concept. Davidson and Lang (1960), working with children in grades 4, 5 and 6, found that the student's perceptions of the teacher's feelings toward him correlated positively with his self-perception. Also, the more positive the children's perceptions of their teacher's feelings, the better their academic achievement and the more desirable their classroom behavior, as rated by the teacher. The basic hypothesis of Rosenthal and Jacobson's research (1968) was that students, more often than not, do what is expected of them. They summarized their findings by stating that the evidence strongly suggests that

> . . . children who are expected by their teachers to gain intellectually in fact do show greater intellectual gains after one year than do children of whom such gains are not expected (p. 121).

Palardy (1970) substantiated these findings when he concluded that a child learns that which he perceives he is able to learn.

Self-Concept as Related to Reading Achievement

There is growing evidence that poor reading ability is closely bound to feelings of personal inadequacy. Several studies conclude that there is a cause-effect relationship between the two. Lamy (1965), in an investigation of the relationships between children's perceptions of themselves while in kindergarten and their later reading achievement in the first grade, found that these perceptions gave as good a prediction of later reading achievement as intelligence test scores. A similar study was done by Wattenberg and Clifford (1964), testing kindergarten children. Their results showed that measures of self-concept appear to be antecedent to and predictive of reading achievement in the second grade.

Not only does poor self-concept interfere with learning to read but the resulting reading disability leads to an even poorer self-concept. Homze (1962) and Gillam (1967) described a viscious cycle with reading difficulty and poor self-concept continually reinforcing each other. Gillam also suggested that negative self-concept is highly resistant to change.

Summary of Self-Concept

This section has examined research writings dealing with the self-concept, its development, and the relationship of this self-concept to scholastic success.

Self-concept is defined as the perceptions a person has about himself, his attitudes, feelings and beliefs, as well as his sense of worth. These perceptions are largely based on the experiences he has had with those people who are important to him.

Psychologists have pointed out the consistent nature of the self-concept and its resistance to change. However, since the self-concept is learned, it can be modified and adjusted.

Studies by Brookover, et al (1964), Bledsoe (1967) and Caplin (1969) have shown a significant and positive relationship exists between self-concept and achievement. It has been suggested that there is a cause-effect relationship between self-concept and reading achivement.

Psychologists believe the self to be highly conservative and resistant to change. Once a child has formed a negative self-image as a learner the task of the teacher becomes more difficult. The prevention of negative self-concepts is a vital step in teaching. It is essential that teachers communicate positive feelings to their pupils as to their capabilities as learners, as well as their acceptance as persons who are liked, wanted and worthy.

Chapter III

THE RESEARCH DESIGN

This chapter contains a description of the design of the study. Included will be information regarding the sample, the test instruments, the pilot study, and the collection and treatment of the data.

I. THE SAMPLE

The sample for this study was chosen from the grade one classes of two middle-class schools within the Edmonton Public School System. The children were distributed over eight classrooms. From this total of 214 grade one children, the sample of 75 were selected on a random basis, making up a total of 42 boys and 33 girls. The chronological age of the sample ranged from 6 years 2 months to 8 years 6 months with a mean chronological age of 6 years 9 months. The intelligence quotient ranged from 70 to 137 with a mean I.Q. of 106.26. Pupils were tested at the end of the grade one term.

II. TEST INSTRUMENTS

The Lorge-Thorndike Canadian Cognitive Abilities Test, Primary Form 1 (1970)

This test contains four sub-tests involving oral vocabulary, relational concepts, multimental reasoning and quantitative thinking. This test was used to determine the ability levels of the sample children. Buros' Mental Measurements Yearbook (1972) reports that

the Lorge-Thorndike I.Q.s correlate moderately to fairly highly (.60-.80) with school achievement (p. 360).

The Gates MacGinitie Reading Test, Primary A, Form 1

This test consists of two sub-tests, vocabulary and comprehension. The vocabulary test measures the child's ability to recognize or analyze isolated words. Each of the forty-eight exercises contains a picture followed by four words. The child's task is to choose one of the four words which corresponds or is similar in meaning to the picture. The comprehension test measures the child's ability to read and understand whole sentences and paragraphs. The thirty-four items in the comprehension sub-test each consist of four sample illustrations followed by a paragraph. The child must select the picture which best illustrates the paragraph. He must grasp the total thought clearly if he is to answer correctly. The paragraphs gradually increase in length and difficulty.

The Thomas Self-Concept Values Test

The Thomas Self-Concept Values Test is an individual test consisting of a battery of fourteen bi-polar descriptive items which constitute the self-value dimensions to be assessed. The child is asked to assume the perspective of each of three significant others, plus himself. Thus the child is asked to respond to the fourteen bi-polar adjectives from the standpoint of (1) his perception of himself, and his perceptions of how he is perceived by (2) his mother, (3) his teacher and (4) his peers, making a total of 64 questions. (A detailed description of the testing procedure is given in Appendix A.)

Working with children in a headstart program, Thomas (1971) reported test-retest reliability coefficients ranging from 0.6096 to 0.8248 for the four individual referrent scales. The internal consistency among the four self-concept sub-scales was given as having a coefficient of correlation of 0.7306. Opinion cited in Buros' Seventh Measurements Yearbook (1972) indicates that this test may be "best relied upon as an experimental instrument or an interview guide, rather than as a tool for individual diagnosis or prediction (p. 374)."

In this study, the Thomas Self-Concept Values Test was chosen because it was the only self-concept test designed specifically for younger children (3-9 year olds), and the validity and reliability coefficients were acceptable.

In the analysis of the test, some reservations were felt. The test contains two items, size and strength, to which Thomas assigns reversed score weighting for boys and girls. In doing this, Thomas allows boys a positive score for these two items while a negative score is assigned to girls who give the same responses as boys.

Thomas based his selection of value items on a study of middle class values by Kohn (1965). He chose the fourteen values which were most often mentioned as desirable by parents in the study.

There was concern in society at the time of Kohn's study that children conform to the appropriate sex role, with its codes of dress, behavior, occupations, etc.. There was pronounced cultural pressure for boys to adopt traditionally masculine traits such as strength and size whereas girls should adopt "feminine" traits. However, the

process of sex-typing has been less clear for girls than for boys (McCandless, 1967, p. 457). Tomboyish behavior by a girl evokes less social censure than girlish behavior by a boy. Girls have been given more freedom than boys in their sex-role adoption with regard to wearing apparel, names and toys but the reverse is not usually true.

Popular sterotyped views of the nature of masculinity and femininity have been changing rapidly since the revival of the feminist movement in the 1960s. Roles have become broader, less rigidly defined and less sex-typed, with both men and women increasingly choosing similar careers and sharing role-tasks traditionally reserved for members of the opposite sex.

Middle-class society now tends to socialize children of both sexes toward the same major goals (Maccoby, 1974), therefore, in this study, the results of the self-concept test will be examined using the scores as outlined by Thomas with scores on items 2 and 9 reversed for girls (and referred to as $S\text{-}C_1$) and the scores that evaluate responses by girls in the same way as for boys ($S\text{-}C_2$). Tables showing comparisons in self-concept scores for boys and girls will therefore contain two scores for girls: $S\text{-}C_1$ and $S\text{-}C_2$.

III. PILOT STUDY

A pilot study using ten grade one children was conducted approximately two months prior to the final data collection. The purpose of the pilot study was to obtain experience in the administration of the Thomas Self-Concept Values Test and to assess the amount of time necessary to complete the test, which is given to

each child individually. The children appeared to comprehend and respond to the instructions without difficulty. The total time involved in the administration of this test was approximately twenty minutes, which did not appear to cause the children any undue strain.

IV. COLLECTION OF DATA

The children were tested in groups of approximately fifteen for the Cognitive Abilities Test and the Gates-MacGinitie Test. The final test, the Thomas Self-Concept Values Test, was administered individually. All testing was carried on in a three week period in the mornings between 9 and 11:15. The group tests were given in unused classrooms, and private rooms were made available for the individual tests.

V. ANALYSIS OF DATA

All the tests were administered and hand-scored by the investigator. The information obtained from the testing of each child was coded, punched on data cards and processed by computer by the Division of Educational Research Services at the University of Alberta.

The data for this study were analyzed, using the following analyses:

1. Pearson Product Moment Correlations (DEST 02). Using this test, correlation matrices were computed for the self-concept and reading variables for boys, girls, and the total sample. This procedure was used to test the significance of the correlation between

scores of self-concept of perceived ability and reading achievement.

2. t-Tests (ANOV 12). t-tests were used to assess the significance of difference between the means of scores in reading of children with high and low self-concept.

3. Analysis of Variance (ANOV 25). This test was used to determine whether differences existed between the means of self-concept scores for (a) boys and girls and (b) for children in high and low ability groups. Variance matrices were also computed to determine the differences in the means of scores in reading with regard to variables of high and low perceived ability and high and low actual ability.

VI. SUMMARY OF PROCEDURES

The sample consisted of seventy-five grade one children randomly selected from eight classes in two Edmonton Public Schools. Two group tests, the Lorge-Thorndike Canadian Cognitive Abilities Test, Form A, and the Gates-MacGinitie Reading Test, were administered. The Thomas Self-Concept Values Test was administered individually to each child. A pilot study was undertaken to obtain practice in the administration of the self-concept test.

The results of the tests were tabulated and the data analyzed using correlations matrices and analyses of variances.

Chapter IV

RESULTS OF THE STUDY

This chapter presents the results of the testing of the children, the testing of the five null hypotheses and the analysis and summary of the findings.

I. RESULTS OF THE TESTS

The results of the Lorge Thorndike Canadian Cognitive Abilities Test indicated a range of I.Q. scores from 70 to 137. The average I.Q. score for the low and high ability groups was 93.0 and 118.5 respectively.

The Gates-MacGinitie Reading Test indicated reading grade scores ranging from 1.4 to 3.6, with mean grade scores of 2.01 and 2.66 for the low and high ability groups respectively. The means of reading scores for boys was 59.47, for girls 63.73 and for boys and girls 61.34. The standard deviations were 14.68, 13.17 and 14.17 respectively.

The Thomas Self-Concept Values Test is an individual test containing fourteen items (see Appendix A), which constitute the self-value dimensions to be assessed by the child, and to which the child responds orally.

The results of scores on the Thomas Self-Concept Test are summarized in Table 1. For the reasons indicated in the review of the test in Chapter III (p. 25), results will show two self-concept

Table 1

Means and Standard Deviations of Scores on the Four Referent Scales of the Self-Concept Test

Self-Concept Referents	Boys (N = 42)		Girls (N - 33)			
			$S\text{-}C_1$		$S\text{-}C_2$	
	Mean	S.D.	Mean	S.D.	Mean	S.D.
Self	53.76		43.54		51.21	
Mother	51.69		45.38		52.03	
Teacher	47.35		44.61		50.18	
Peers	49.43		41.27		47.12	
Total Mean Score	50.57	8.83	43.70	6.98	50.12	7.40

scores for girls, S-C_1 and S-C_2. The means of S-C scores for the total sample were 47.53 (using S-C_1) and 50.40 (S-C_2), with standard deviations of 8.77 and 8.24 respectively.

II. RESULTS OF TESTING THE HYPOTHESES

Hypothesis One

There is no significant correlation between self-concept scores and reading scores for (a) boys, (b) girls, (c) total sample.

Table 2 shows the correlations between the self-concept scores and reading achievement.

Table 2

Relationship of Self-Concept Scores and Reading Achievement

		S-C_1	S-C_2	Reading	p
(a) Boys				-.072	.65
(b) Girls	S-C_1		.874	.448	.009
	S-C_2			.404	.020
(c) Total Sample	S-C_1			.045	.699
	S-C_2			.099	.398

The results indicate significant correlations between both the S-C_1 and S-C_2 scores and reading for girls, $p < .01$ and $p < .05$ for S-C_1 and S-C_2 respectively. No significant correlations between self-concept scores and reading were reported for either boys or the total sample.

Hypothesis Two

There is no significant difference between the means of self-concept scores for (a) boys and girls, (b) groups with high and low ability.

Table 3 indicates the cell-means and variance matrix of self-concept scores for boys and girls in low and high ability groups.

Table 3

Means and Variances of Self-Concept Scores in Low and High Ability Groups

		Low Ability		High Ability	
		Means	Variance	Means	Variance
Boys		50.00	89.11	51.13	75.48
Girls	$S\text{-}C_1$	41.65	58.99	45.86	34.52
		(Homogeneity of Variance Test Chi Sq. = .368 p = .30)			
	$S\text{-}C_2$	48.00	68.63	52.38	36.65
		(Homogeneity of Variance Test Chi Sq. = .312 p = .37)			

A two-way analysis of variance in self-concept scores in terms of sex and ability is shown in Table 4, relating results in terms of $S\text{-}C_1$ and $S\text{-}C_2$.

The results in Table 4 revealed a significant variance in scores of self-concept ($S\text{-}C_1$) when the sample was divided by sex. Boys scored significantly higher than the girls, as shown by the F value of 12.79, significant at the .001 level. When the sex-bias factor was removed by scoring self-concept items the same for girls as for boys ($S\text{-}C_2$), the variance in scores was not significant, with

Table 4

Analysis of Variance in Self-Concept Scores For Boys and Girls in Low and High Ability Groups

Source of Variance	Mean Squares		D.F.	F		p	
	$S\text{-}C_1$	$S\text{-}C_2$		$S\text{-}C_1$	$S\text{-}C_2$	$S\text{-}C_1$	$S\text{-}C_2$
Sex (S)	851.688	2.63	1	12.794	.038	.001	.846
Ability (A)	132.000	139.37	1	1.983	2.014	.163	.160
S x A	44.063	48.44	1	.662	.700	.418	.406
Error	66.568	69.19	71				

the F value at .038.

When the sample was divided according to ability, there was no significant difference between the means of self-concept scores for groups with high and low ability.

Hypothesis Three

There is no significant difference between the means of reading scores for groups of children with high and low levels of self-concept.

Table 5 shows the means of reading scores for groups with low and high self-concept scores. Also shown are the results of the t-tests which were used to test for differences between the means of reading scores for these two groups.

Table 5

Analysis of Means of Reading Scores for Children with Low and High Levels of Self-Concept

Variable		Means		S.D.		D.F.	t	P	
		Low S-C	High S-C	Low S-C	High S-C			One Tail	Two Tail
Reading	$S\text{-}C_1$	61.80	60.83	13.83	14.93	73	.292	.385	.771
	$S\text{-}C_2$	61.48	61.26	13.57	14.84	73	.065	.474	.948

The t-test showed no significant difference between the means of reading scores for children with high and low self-concept. For the sample of children in this study, self-concept levels appear to bear no relationship to levels of reading achievement.

Hypothesis Four

There is no significant correlation between perceived ability scores and reading scores for the total sample.

The correlation matrix showed a correlation between perceived ability and reading to be .003, which was not significant.

Hypothesis Five

There is no significant difference between the means of scores in reading for groups with (a) high and low perceived ability, (b) high and low actual ability (I.Q.).

The cell-means and variance matrix for reading scores are indicated in Table 6, with the sample grouped according to high and low levels of perceived ability and I.Q.

Table 6

Comparison of Means of Reading Scores with Respect to Perceived Ability and I.Q.

	Low I.Q.		High I.Q.	
	Mean	Variance	Mean	Variance
Low Perceived Ability	55.77	121.36	64.70	292.46
High Perceived Ability	53.91	189.99	68.59	124.61

Homogeneity of Variance Test Chi Sq. = 3.45. p = 0.327

Analysis of variance tests were computed with results shown in Table 7. Variances in reading scores were analyzed with the variables of perceived ability and I.Q.

No significant difference between means of reading scores was shown for groups of low and high perceived ability. There was a

Table 7

Analysis of Variance in Reading Scores with Respect to Perceived Ability and I.Q.

Source	Mean Squares	D.F.	F	p
Perceived Ability (PA)	16.56	1	.100	.753
I.Q.	2185.75	1	13.20	.001
PA x I.Q.	129.25	1	.78	.380
Error	165.59	71		

significant difference ($p < .001$) between means of reading scores for children of low and high I.Q.

III. SUMMARY OF RESULTS

The presentation and analysis of test results revealed the following findings:

1. The correlation between self-concept scores and reading achievement was found to be significant for girls only. No significant correlation between self-concept and reading scores was found to exist for either boys or the total sample.

2. There appeared to be no positive relationship between high and low levels of self-concept and reading scores for the sample of children studied.

3. Children's perceptions of their ability appeared to have no significant correlation with their scores on reading achievement. However, results indicated a significant difference between the means of reading scores for children of low and high ability.

4. The mean self-concept score ($S\text{-}C_1$) for girls was significantly lower than for boys. Two value items, size and strength, which originally were scored with reverse weighting for girls, were re-examined. When a second self-concept score for girls ($S\text{-}C_2$), in which girls received the same score weighting as boys, was analyzed and compared with $S\text{-}C_1$ scores, the significant difference between means of self-concept scores was no longer evident. When the sample was grouped according to high and low ability, the means of self-concept scores showed no significant differences.

Chapter V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS FOR FURTHER RESEARCH

I. SUMMARY

The main purpose of this study was to investigate the relationship between scores of self-concept and reading achievement for a selected sample of grade one children.

The sample for the study consisted of seventy-five grade one students from eight classes in two Edmonton public schools. The children were selected by means of a table of random numbers.

The subjects were given the Lorge-Thorndike Canadian Cognitive Abilities Test to assess their intellectual ability. The Gates-MacGinitie Reading Test (Primary A) was administered to obtain a reading score for each child. The Thomas Self-Concept Values Test was administered individually to each child, whose responses were recorded on tape. All responses to these tests were examined, using analysis of variance and correlations, and the results used to test the five null hypotheses. These hypotheses were posed in order to answer certain questions about possible relationships existing between self-concept and reading for six-year-old children grouped according to both sex and ability.

II. FINDINGS AND CONCLUSIONS

Hypothesis 1

There is no significant correlation between self-concept scores and reading scores for (a) boys, (b) girls and (c) total sample.

Analysis of the data revealed that there was a significant correlation between self-concept and reading scores for girls only, using both $S\text{-}C_1$ and $S\text{-}C_2$. No significant correlation between self-concept and reading was found for either boys or the total sample. Thus, Hypothesis 1 was accepted for part a and c, but was rejected for part b.

Discussion

The mean reading scores for girls in this study was slightly higher than that for boys (63.7 and 59.4 respectively). This may be related to the fact that girls mature physically and physiologically earlier than boys (Caplin, 1969, p. 15). There may also be a greater intrinsic value placed on learning to read by girls, whereas boys at this age level may not yet have internalized reading as a desired skill or value. Although there was a significant correlation between self-concept and reading for girls, it may be assumed that a clear relationship between reading achievement and self-concept may not exist for boys at this early stage of reading acquisition.

Hypothesis 2

There is no significant difference between the means of self-concept scores for (a) boys and girls, and (b) groups with high and low ability.

The mean self-concept score ($S\text{-}C_1$) for girls was significantly lower than for boys but this difference was not significant when the sex bias of the self-concept test was removed by using $S\text{-}C_2$ scores in the comparison.

Therefore, hypothesis 2a was rejected when $S\text{-}C_1$ scores were used and accepted when $S\text{-}C_2$ scores were used.

When the total sample was grouped according to ability, there was no significant difference between the means of self-concept scores. Therefore, hypothesis 2b was accepted.

Discussion

The self-concept scores of children of high ability in this study did not differ significantly from scores of children of low ability. A relationship between the child's total self-concept and his general ability is not indicated from this study.

It appears evident that no differences exist between the self-concept scores of boys and those of girls at the grade one level. It may be that children at this age do not perceive themselves as different because of their sex and that boys and girls both place equal importance on those values that are examined by the Thomas Self-Concept Test. Boys scored higher than girls on two of fourteen value items: male acceptance and cleanliness whereas girls scored higher than boys on their perception of their looks (attractiveness), their lack of desire for material possessions and their feeling of independence. On all other value items, only small differences (from .23 to 2.03 points) were revealed. (Table 8, Appendix A.)

Boys in the sample generally perceived themselves more

positively through the self-as-referent and peer-as-referent scores, while girls perceived themselves more positively through the mother-referent and teacher-referent scores. (Table 9, Appendix A.)

Although it is known that girls mature physiologically earlier than boys (Caplin, 1969), recent studies minimize differences which may be attributed to sex. Cultural and environmental conditions such as more verbal interaction with their mothers which was a factor in earlier reports that appeared to favor girls, now may no longer exist (Maccoby, 1974).

Maccoby, using data gathered in the United States (1974), suggests that at the age of six years, sex differences are not yet an important influence on the way a child perceives his self-system. It would seem important therefore, that in developing a measurement instrument for self-concept of young children, items be controlled for sex bias.

Hypothesis 3

> There is no significant difference between the means of reading scores for groups of children with high and low levels of self-concept.

There was no significant difference between the means of reading scores for children with high and low self-concept.

Therefore, hypothesis 3 was accepted.

Discussion

Information on the values of the home was not included as part of this study. The degree to which the parents support the value of reading will affect the value the child places on reading. Since

reading is a skill imposed on the child soon after his entry into formal schooling, the extent to which the child places value on the task will affect his perceptions about reading and about himself as a reader. It may be that a child of grade one level has not yet established for himself an identity as a reader, and therefore levels of self-concept do not affect reading achievement and acquisition of beginning reading skills do not yet affect the self-concept of the child.

Hypothesis 4

> There is no significant correlation between perceived ability scores and reading scores for the total sample.

For this data, there was no significant correlation between perceived ability and reading scores.

Therefore this hypothesis was accepted.

Discussion

It would appear that these children were not able to perceive their general ability accurately in relation to their reading achievement. The progress made by each child in his reading experience may have been reflected by his teacher and significant others as adequate and appropriate for his stage of readiness and ability. This evaluation by his teacher and others would be accepted by the child as evidence of his worth.

Thus achievement in reading did not appear to be used by the child as a basis for developing a concept of his own ability.

Hypothesis 5

There are no significant differences between the means of scores in reading for groups with (a) high and low perceived ability, (b) high and low actual ability (I.Q.).

No significant differences between means of reading scores was indicated for groups of low and high perceived ability. However, a significant difference between the means of reading scores was shown for groups with high and low actual ability (I.Q.). Groups with higher ability scored higher in reading than groups of lower ability.

Therefore hypothesis 5a was accepted, while 5b was rejected.

Discussion

Brookover, Thomas and Patterson (1964) established in their study that a student's perception of his academic ability is significantly correlated with academic achievement. Their study involved students at the junior and senior high school levels. Other studies, Bledsoe (1967) and Caplin (1969), confirmed Brookover's conclusions, using children in the upper elementary age group. A study by Wattenberg and Clifford (1964) suggested that children's perceptions of themselves while in Kindergarten gave as good a prediction of reading achievement in second grade as did intelligence scores.

The analysis of results of this study did not reveal any significant relationship between reading achievement, levels of ability and the child's perception of his ability. This may be because at the early reading level, children have such a slight grasp of reading skills that they are unable to perceive the status of themselves as readers. At this age, too, children may not yet perceive a need for reading as a valuable skill and a means to further

learning, enjoyment and sharing experiences with the book's author.

A child's perception of himself as a reader includes not only the possession and use of the skills necessary for fluency and independence in reading, but also the ability to attach some value to these skills. This may develop later in the primary years after the child is able to apply these skills in order to enjoy books.

Concluding Statement

Findings in this study indicate that at the grade one level, self-concept scores correlated significantly with reading achievement for girls but not for boys. Intelligence levels appeared to have no effect on self-concept scores. High and low levels of self-concept did not appear to bear any relationship to reading achievement. Although actual ability showed a significant correlation with reading achievement, the children's perceived ability did not indicate a similar relationship to reading.

III. LIMITATIONS OF THE STUDY

1. Generalizations are applicable only to a population of children in Grade One in middle socio-economic areas similar to those of the two schools in Edmonton which were used in this study.

2. This study was conducted with the understanding that the Thomas Self-Concept Values Test while satisfactory in certain ways as judged by Buros' report in the Seventh Mental Measurements Yearbook, 1972, may have contained two items which were sex-biased.

3. The use of a self-responding instrument is conditioned by the clarity of the individual's awareness of self.

IV. IMPLICATIONS OF THE STUDY

1. Sex differences in reading achievement are largely culturally and educationally determined (Caplin, 1969). Since the results of this study indicate that at the grade one level there is significant correlation between self-concept and reading scores for girls only, then it would seem advisable that pre-reading and early reading programs be planned in such a way that boys, as well as girls, may place greater intrinsic value on learning to read.

2. Results of the self-concept test revealed that girls perceived themselves more positively than boys on the teacher-referent scale, and the mean reading score for girls was higher than for boys. Investigations of the self have revealed that a child's self-concept is related to perception of ability to learn, performance and to others' expectations of him as a learner. Teachers must be aware that the child perceives and responds accordingly to even the slightest cues of teacher expectation of him as a learner (Davidson and Lang, 1960; Palardy, 1969).

3. Parents are the first model a child has for language development and the fostering of a keen interest in reading and a need or desire for learning to read. Matthews (1974), in summarizing a parent questionnaire on their children's reading, wrote that (a) most of the parents reported that their children rarely or never asked for help in reading, (b) about two-thirds of the parents said that their children disliked reading orally to them, (c) many parents did not have the time to listen to their children read, and (d) parents who thought their children were poor oral readers seemed the

most certain of their evaluation of their child's level of ability. It appears necessary that parents become aware of the importance of the model they set for their children in developing a sound base for reading. If children are to develop a value for reading and a keen desire to learn to read, then reading must first be held as valuable by the parents. Therefore, it would be important to establish liason between teachers and the parents in this matter.

V. SUGGESTIONS FOR FURTHER RESEARCH

The state of research in the field of self-concept of young children is still at an early stage. The findings and conclusions from this study suggest the following areas for further research.

1. The Thomas Self-Concept Values Test, while it was the only available instrument for use with children at the grade one level, may actually be more suitable for older [redacted]en who have already internalized the value-items included on the test. Since these value-items are related to parental and cultural expectations of young children (Thomas, 1971), it may be that six and seven year old children, because of their limited social experiences, do not yet hold some or all of these items as important or desirable values for themselves.

Further research might be undertaken in the development of a satisfactory instrument for use in measuring the self-concept of young children. Such research might investigate the basis of self-concept in children, and the values that these children hold as important for themselves.

2. A cross-sectional study of several grade levels in the same socio-economic area might prove useful in determining whether the positive relationship that this study found to exist between self-concept and reading for girls continues to exist beyond the grade one level, and if a similar relationship might be found for boys at a later level.

3. Research might be conducted to examine the effects of the following on the child's developing self-concept and perception of himself as a learner:

(a) home climate

(b) school climate and teaching behaviors.

4. A longitudinal study might be conducted with young children to determine whether the subjects were developing a stable, consistent self-concept.

5. Future investigations of the developing self-concept of young children might examine its variations due to such factors as age, mood, creativity, curiosity and stress.

6. Research might be undertaken to determine what cause-effect relationships exist between self-concept and academic achievement at the grade one level.

7. Research might be conducted to try to change experimentally the self-concepts of children in order to discover whether such changes affect academic achievement.

8. Research could be devised to focus on the relative significance to academic achievement of the generalized feelings and attitudes about the self (personal-social scores) and the more specific

self-perceptions (school-related scores).

9. It would be desirable to investigate the effect on self-concept and academic achievement of the child's anxiety about the self and his anxiety in relationships with other people.

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APPENDICES

APPENDIX A

THE THOMAS SELF-CONCEPT VALUES TEST

TESTING PROCEDURES FOR THE THOMAS SELF-CONCEPT VALUES TEST

The TS-CVT is designed for individual testing of children aged three to nine. The child is first photographed with a Polaroid camera. To insure greater objectivity of response, the child is asked to refer to his picture while responding to fourteen orally presented alternate-choice stimuli (e.g., Is Johnny happy or is he sad?). Four different referents are used to elicit responses to the fourteen stimuli: (a) the child as he sees himself (self-as-subject concept), (b) the child as he sees his mother seeing him (self-as-mother concept), (c) the child as he sees his teacher seeing him (self-as-teacher concept), and (d) the child as he sees the other children in his class seeing him (self-as-peer concept). The fourteen self-value stimuli are described as value dimensions of social experience: happiness, physical size, sociability, ability, sharing, male acceptance, fear of things, fear of people, strength, cleanliness, health, attractiveness, material possessions, and independence. These fourteen scale items are related to the cultural demands of young children and to the developmental tasks and problems which four to six year olds experience.

THE THOMAS SELF-CONCEPT TEST

Value Factor Items

Factors	Items	Keying Weights
1. Happiness	Happy - Sad	+1, -1
*2. Size	Big - Little	+1, -1
3. Sociability	Like to play with other kids - Not like to play with other kids	+1, -1
4. Ability	Smart - Not very smart	+1, -1
5. Sharing	Like other kids to play with his/her things - Not like other kids to play with his/her things	+1, -1
6. Male acceptance	Like to be with men - Not like to be with men	+1, -1
7. Fear of things	Scared of a lot of things - Not scared of a lot of things	-1, +1
8. Fear of people	Scared of a lot of people - Not scared of a lot of people	-1, +1
*9. Strength	Strong - Weak, not very strong	+1, -1
10. Cleanliness	Clean - Dirty	+1, -1
11. Health	Well (healthy) - Sick	+1, -1
12. Attractiveness	Goodlooking (pretty) - Not good-looking (not pretty)	+1, -1
13. Material	Want a lot of things - Not want a lot of things	-1, +1
14. Independence	Like to do what others say - Not like to do what others say	+1, -1

*Items reversed for girls.

Table 8

Means of Scores for Boys and Girls on Fourteen Value Factor Items

Value Factor Item	Boys (N = 42) Mean Score	Girls (N = 33) Mean Scores* $\bar{X}_1$	$\bar{X}_2$
1. Happiness	51.38	52.91	
2. Size	53.00	37.18	51.91
3. Sociability	52.76	54.03	
4. Ability	51.88	52.97	
5. Sharing	45.31	45.60	
6. Male acceptance	42.48	30.91	
7. Fear of things	53.57	52.97	
8. Fear of people	52.61	52.97	
9. Strength	49.95	37.30	50.18
10. Cleanliness	45.78	41.45	
11. Health	49.64	47.67	
12. Attractiveness	49.16	52.73	
13. Material	31.50	39.36	
14. Independence	45.47	48.94	
Total	50.62	44.91	50.09

*See text page 25 for explanation of scoring procedures.

Table 9

Mean Scores on Referent Scales
of Self-Concept Test

		Self	Mother	Teacher	Peer	Total
Boys		53.76	51.69	47.35	49.43	50.57
Girls	$S\text{-}C_1$	43.54	45.38	44.61	41.27	43.70
	$S\text{-}C_2$	51.21	52.03	50.18	47.12	50.12